



SC Annual School Report Card Summary

William S. Sandel
 Richland 1
 Grades: PK-5 Enrollment: 542
 Principal: Fae M. Young
 Superintendent: Dr. Percy A. Mack
 Board Chair: Jamie Devine

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Below Average	Average	TBD	TBD	F	N/A
2012	Below Average	Below Average	N/A	N/A	F	N/A
2011	Below Average	Average	N/A	N/A	Not Met	N/A

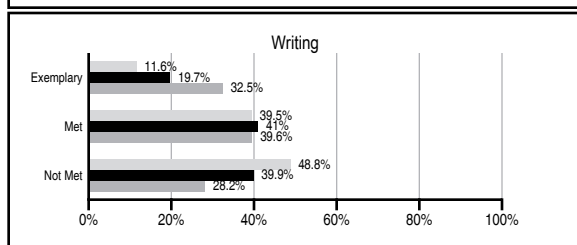
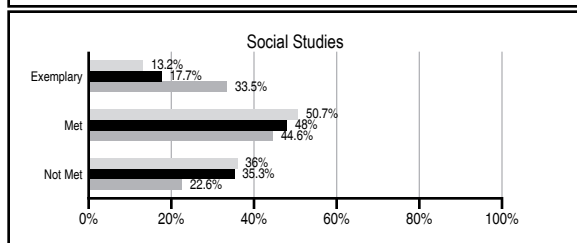
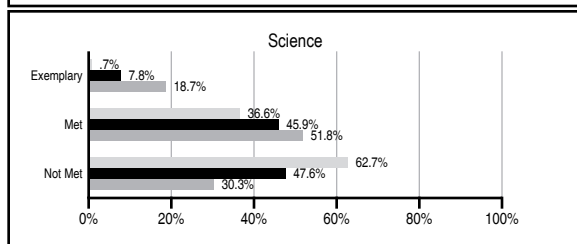
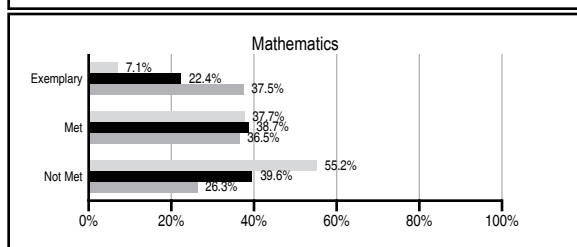
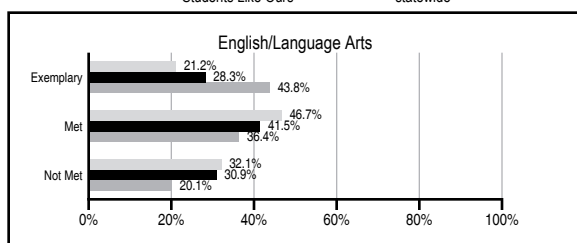
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	13	100	47	15

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

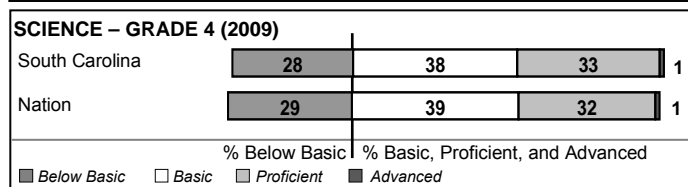
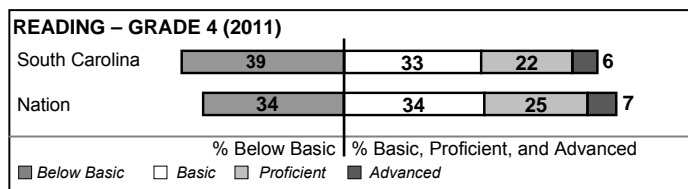
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

William S. Sandel [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=542)				
Retention rate	0.7%	Down from 1.0%	1.1%	0.9%
Attendance rate	95.5%	Down from 95.8%	95.9%	96.3%
Served by gifted and talented program	1.7%	N/A	2.7%	7.2%
With disabilities	14.1%	N/A	13.5%	12.4%
Older than usual for grade	1.6%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	75.6%	Up from 69.2%	60.0%	62.5%
Continuing contract teachers	85.4%	Up from 79.5%	76.6%	83.3%
Teachers returning from previous year	89.4%	Up from 89.2%	84.8%	88.3%
Teacher attendance rate	94.3%	Up from 93.3%	94.9%	95.0%
Average teacher salary*	\$53,468	Up 4.0%	\$46,124	\$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	10.4 days	Up from 8.5 days	10.4 days	11.0 days
School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.1 to 1	18.2 to 1	20.1 to 1
Prime instructional time	88.5%	Up from 87.7%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$7,333	Down 1.4%	\$8,246	\$7,364
Percent of expenditures for instruction**	78.0%	Down from 79.1%	67.0%	68.0%
Percent of expenditures for teacher salaries**	76.0%	Down from 76.5%	64.0%	66.0%
ESEA composite index score	42.5	Down from 57.0	71.5	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	27	68	33
Percent satisfied with learning environment	92.6%	78%	72.8%
Percent satisfied with social and physical environment	88.9%	77.6%	72.8%
Percent satisfied with school-home relations	70.3%	73.1%	81.2%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. S. Sandel Elementary is proud to maintain the status of being one of Richland School District One's English as a Second Language (ESL) hub. Our culturally diverse school of 580 students celebrates 6 different ethnic groups in our ESL program. Our certified staff continues to focus on professional growth and development as we maintain a 100% highly qualified instructional staff.

In keeping with our mission to prepare every student to be successful contributing citizens in a global society we continue to strive for excellence. As we reviewed the results from the PASS test we noted that there were a high percentage of students not meeting standards in Math and Science. Based on these findings we have shifted our focus to math and science as well as strive to maintain the success we experience in literacy. The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement (PDCA), data teams and literacy teams. We utilized the District Common Assessment results, MAP assessments and PASS data to determine the instructional needs of the students in grades 2-5. InView, CogAT, Dominic, EISA, ELDA and the district Math Assessment are used to determine the instructional needs of students in grades PreK-2. Our Reading Specialist and Math Interventionist assist with addressing skill gaps in students' learning. Response to Intervention is another process used to address the different tiers of student performance. Student gains are celebrated both by individual class and school as a whole at the end of each assessment cycle.

Other programs designed to assist students is the after school Comprehensive Remediation Program (CRP), SuccessMaker Lab for grades 1-5, Leveled Literacy Library, Think Central Math, and Accelerated Reading and Math computer assisted programs. These programs provide students with individual levels of practice in the core subject areas. Partnering with the Midlands Reading Consortium (MRC) has provided one-to-one support to students in K-2 and district funds supports part-time staffing of school day tutors that focuses exclusively on students not meeting standards in reading and math.

The initiation of three school wide reading programs; "Reading World Series", "Distinguish Men Read In" and "Red Carpet Reading Review" kept students reading year round. As a school our students read 22,900 books with 85% accuracy on the AR test. Our Math initiatives included "Monday Mental Math Minutes", "Measure UP" activities posted throughout the school that encouraged students to think mathematically using mental math and the "Math, Science and Technology Fair".

Incorporating strategies from the "National Network of Partnership Schools" helped to promote parent involvement in our learning community increasing parent engagement by another 5% based on sign-in sheets, phone calls, email contacts, texting and home visits. We believe that together we can accomplish the school and district goals to ensure optimum students' performance for a promising future.

Wanda D. Jones, SIC Chairperson
Fae M. Young, Principal

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status